Cover Page

Nebraska Department of Education Rule 24 Report

INSTRUCTIONAL TECHNOLOGY LEADERSHIP

(Content Area)
Educator Preparation Content Program Review

Name of institution	**University of Nebraska at Kearney**
Date Submitted	**8/22/2016**
Contact Person	**Dr. Sherry Crow**
Phone/Fax	**308-865-8540**
Email	**crowsr@unk.edu**

Folio type: [ ] **Regular** [ ] **Mini** [X] **Advanced Program**

Program(s) Covered by this Folio Press tab in last column to add rows

Endorsement(s)	Type	Grade Level	Program Level
	Subject Field Supplemental	PK-12 6-12 7-12	Baccalaureate Post-Baccalaureate Master's
List Endorsements	Low-Enrollment	Etc.	Etc.
Instructional Technology Leadership	Supplemental	PK-12	Master's

Is the endorsement offered at more than one site? [ ] **Yes** [X] **No**

If yes, list additional sites where endorsement is offered:

NA

Institution Accreditation Status: [X] National [X] State

Is this a Nationally Accredited Program? [ ] Yes [X] No

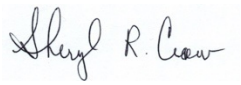
If Yes, list Accrediting Organization: NCATE/CAEP Attach National Letter to Cover Sheet

Introduction/Welcome

Welcome!

Thank you for your willingness to participate in the Nebraska Department of Education program approval review process for the University of Nebraska Kearney Educator Preparation Programs (UNK EPPs). The Rule 20 and Rule 24 Folios report information and data for the academic years 2013-14 and 2014-15 (as per permission from NDE and CAEP). Documentation is provided in the form of assessment data, handbooks, catalogs, advising sheets, etc.

Thank you for your time and insight,



Sheryl R. Crow, Ph.D.
Associate Dean and Accreditation Officer
University of Nebraska
College of Education

Directions for Navigating

- ✓ **Organization:** This document page provides narrative, data, data analysis, and supporting documentation for the University of Nebraska Kearney Rule 24 Folio for the Early Childhood Inclusive Endorsement Program. The folio is a single PDF document that may be accessed with Adobe Reader. If you do not have Adobe Acrobat Reader, please follow this link to upload it: https://get.adobe.com/reader/. When opening the file, a bookmarks navigation panel should appear to the left of the document. This panel lists the headings corresponding to specific components of the Folio. If the panel is not visible, please click on View in the top menu > Show/Hide > Navigation Panes > Bookmarks. This will expose the bookmark panel. Some resources are hyperlinked within the document. Clicking on a hyperlink (blue underlined) will open a web page.

- ✓ Links to UNK's Course Catalogs: Should reviewers need to reference UNK Course Catalogs, please use this link to access current and previous undergraduate and graduate course catalogs.

Support

Should you encounter difficulties with accessing any documents, please contact Sheryl Crow at 308-224-1552 or Brian Wojcik at 309-261-2158.

Section 1: Contextual and Endorsement Program Information

1a. Contextual Information

Please use this link to view, *Institution and Educator Preparation Program Contextual Information*, from Section 1 of the UNK Rule 20 Folio.

1b. Admission, Retention, Transition, and Completion of Endorsement Program

This is not a teacher preparation program. Although many teachers are in the program and some work on endorsements, many of our students are non-teachers and a number of the endowment seekers are enrolled in the Graduate College as non-degree students.

For the non-degree students, the only "transition points" are passing the required classes.

For degree student students, regardless of their seeking or not seeking an endorsement, they must apply for candidacy after 12 hours.

When the students take the TE 870 Developing Web Based Portfolios, course, they must show skills, knowledgebase, and abilities in required areas.

Key information regarding the admission, retention, transition, and completion of endorsement programs may be found within the UNK Rule 20 Folio.

Please use this link to view Table 004.06-2 entitled, *Requirements for Program Admission and Progression*, from the UNK Rule 20 Folio.

Completion of UNK Educator Preparation Program

Please refer to **Folio Appendix A** – *Student Advising Sheet for the Curriculum Supervisor Program at University of Nebraska at Kearney*' for a sample progression of courses for teacher candidates pursuing this endorsement.

1c. Endorsement Program Field Experiences

All degree seeking students must take TE 891 Field Experiences in Instructional Technology. The course description is: This course will provide field experiences for students pursuing the instructional technology program. Basis of the experience will be decided upon between the student and the advisor. The basic purpose of this course is to provide the student with a "real life" experience that will require the use of his or her instructional technology education and expertise.

Students create an action plan based on what he or she plans on accomplishing, citing school (or workplace) demographical information and after a needs assessment has been conducted. Once the plan is approved, perhaps with modifications, they follow the plan. At the end of the course they write up the final report, explaining the experience, what was and was not accomplished,

what they would do differently if they were to do it again, how they dealt with a variety of potential issues, how, for the teachers, the project benefited their PK-12 students, and then summarize their perception of the experience. Although the time element varies, the students spend a minimum of between 100 to 150 clock hours on average on their projects.

Please use this link to view Table 005.03 entitled, *Field Experiences for Initial Certification*, from the UNK Rule 20 Folio.

Please use this link to view Table 006.02 entitled, *Field Experiences for Advanced Certification*, from the UNK Rule 20 Folio.

.

1d. Endorsement Program Completers Data

Provide information regarding the number and level of program completers for the data years included in the folio.

Program Completers and Level – Content Area:										
Calendar Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	14	to	20	14	0	0	0	5	0	0
20	15	to	20	15	0	0	0	13	0	0
20	16	to	20	16	0	0	0	11	0	0

Many were non-degree seeking students who merely took the required classes. A few (three I believe) had taken the classes prior to the Leadership endorsement being created and simply applied for the endorsement without taking additional courses.

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1: Table of Endorsement Program Key Assessments

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content - GPA **GPA**	GPA	GPA by calendar year and total for 2013- Aug 2016	Candidacy and Graduation
2	Content - Knowledge Academic Portfolio Field Experience Graduate Exit Survey Various courses	Submitted portfolio Analysis of field experience report Survey Varies, depending on the class	See attached Academic Portfolio Guidelines and analysis below in Artifact 2 See attached Action Plan for TE 891 Field Experiences and analysis below in Artifact 2 Program graduates, which do NOT include non-degree students, respond to a survey about their program. IT students are required to respond to the survey. It is not optional Varies, depending on the class	In TE 870 and TE 891 In TE 870 and TE 891 The semester the student graduates, if he or she is a degree seeking student In TE 800, TE 810, TE 868, TE 870, TE 874, TE 876, TE 877, TE 878, TE 880, TE 882, TE 886, TE 891
3	Learner/Learning Environments Academic Portfolio Field Experience Graduate Exit Survey	Submitted portfolio Analysis of field experience report Survey	See attached Academic Portfolio Guidelines and analysis below in Artifact 2 See attached Action Plan for TE 891 Field Experiences and analysis below in Artifact 2 Graduates of the program, which does NOT include non-degree students, respond to a survey about their program.	In TE 870 and TE 891 and/or the semester the student graduates, if he or she is a degree seeking student

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
4	Knowledge and Effective Use of Professional Practices	Submitted portfolio	See attached Academic Portfolio Guidelines and analysis below in Artifact 2	In TE 870 and TE 891 and/or the semester the student graduates, if he or she is a degree seeking student
	Academic Portfolio		See attached Action Plan for TE 891 Field Experiences and analysis below in Artifact 2	
	Field Experience	Analysis of field experience report		
	Graduate Exit Survey	Survey	Graduates of the program, which does NOT include non-degree students, respond to a survey about their program. IT students are required to respond to the survey. It is not optional	
5	Professional Responsibility and Overall Proficiency	Submitted portfolio	See attached Academic Portfolio Guidelines and analysis below in Artifact 2	In TE 870 and TE 891 and/or the semester the student graduates, if he or she is a degree seeking student
	Academic Portfolio		See attached Action Plan for TE 891 Field Experiences and analysis below in Artifact 2	
	Field Experience	Analysis of field experience report		
	Graduate Exit Survey	Survey	Graduates of the program, which does NOT include non-degree students, respond to a survey about their program. IT students are required to respond to the survey. It is not optional	

Please refer to **Appendix B – Endorsement Program Key Assessments and Scoring Rubrics** to view specific information about the assessments described in the table above.

Artifact 2. Data Related to Program Endorsement Key Assessments by Level

Please note that the data are for all Instructional Technology graduates. Leadership in IT endorsement students "specific information" is not available. We have not maintained data that way previously.

Name of Assessment used for the following areas:			Masters		
		CY 2014	CY 2015	2016 S and U	Total
1	Content- GPA	**Average out of (n=42)**	**Average out of (n=38)**	**Average out of (n=37)**	**Average out of (n=117)**
	GPA	3.97076	3.97123	3.97151	3.97115
2	Content - Knowledge	**Average out of 42**	**Average out of 38**	**Average out of 37**	**Average out of 117**
	Academic Portfolio	95.3% out of 42 Achieved the Target Score for Initial Submission T he Graduation Portfolio is a web-based product which includes reflective statements and exemplars of students work during the program. Students were rated on each component of the portfolio and on each objective using our approved portfolio rubric. Each component of the portfolio was scored as either unacceptable, acceptable, or target. Students are required to rework unacceptable artifacts and reflective statements and resubmit them; however, none were rated unacceptable. Students worked with their advisor and the professor of the TE 870 Portfolio class and	95.5% out of 38 Achieved the Target Score for Initial Submission This year all of the students took the portfolio development, class at some point in their program, which is a required courses in the program. The overall mean for the achieving the objectives for the Target scores remained approximately the same as last year, with a score of 95.5%. Although the results were similar to last year, there is still some interesting information to be learned from the data. Overall, the Instructional Technology Committee is pleased with the results, which indicate the use of specific technology applications and resources that maximize student learning, address learner	97.3% out of 37 Achieved the Target Score for Initial Submission The portfolio Initial Target rate improved slightly for the first two semesters of 2016. It will be interesting to see how the results are for the entire year. So far this year, only two students have had to rework their portfolios. That, the IT committee believes is due to having better "Academic Portfolio examples" in the course for the "soon to graduate" students to examine prior to developing their own portfolio. The increased use of effective technology strategies over the past few years for their PK-12 students is remarkable. Part of that improvement is due to the increased focus in the	95.98% out of 117 Achieved the Target Score for Initial Submission The portfolio is an excellent assessment project for the graduates. It combines all of their skills and knowledge gleaned in the program, matches it to specific standards, and highlights their skills and abilities. Students are exposed to exemplary portfolios and work with the professor and the advisor.

Name of Assessment used for the following areas:		Masters			
		CY 2014	CY 2015	2016 S and U	Total
		received formative feedback during the creation process. All graduates are required to score Target or Acceptable or they have to rework the portfolio until they reach that Target score. Final submission Target Scores 100%	needs, and affirm diversity competency are as high or higher than last year. The faculty have worked hard over the past several years and it is apparent that the effort is worthwhile. The area of using their assessment strategies was still the lowest scoring area on the portfolios. It is still a lower score than the committee finds acceptable. The average target scores of the direct measure increased slightly from 95.3% to 95.5 from last year	program itself, but part of the improvement is due to students coming into the program with better instructional skills. Assessment strategies continue to be the lowest scored area, but even that is improving slightly. The average initial Target scores of the direct measure increased a bit for the first two semesters of 2016 from 95.5% to 97.3 from last year	
	Field Experience	**Average of 83.33% out of 42** The scores for the 2014 Field Experience assessment were adequate, but nothing to write home about. 83.33 % of the students who completed their Field Experience course and its project scored at the Target score on their first attempt. The remaining students had mainly grammatical errors and format errors. Target score on their first or second attempt.	**Average of 85.71% out of 38** The scores for the 2015 Field Experience assessment were slightly increased compared to 2014. 85.71 % of the students who completed their Field Experience course and its project scored at the Target score on their first attempt. The remaining students had mainly grammatical errors and format errors. Content scores were all in the Target range on the first attempt. All students reached the Target score on their first or second attempt.	**Average of 90.91% out of 37** The scores for the 2016 Field Experience assessment were much improved this year, but still need improvement. 90.91 % of the students who were in the Field Experience course and completed its project scored at the Target score on their first attempt. The remaining students had minor errors and were able to correct them. Content scores were all in the Target range on the first attempt. All students reached the Target score their second attempt.	**Average of 86.50% out of 117** The Field Experience project

Name of Assessment used for the following areas:		Masters			
		CY 2014	**CY 2015**	**2016 S and U**	**Total**
	Graduate Exit Survey	**Average 4.80 out of 35** The overall numbers of responses to the Graduate Exit Survey were a bit less than year – three students less - 35 out of 42 (83.33%) compared to last year's 38 out of 43 (88.37%). The scores for the 2014 survey are similar to the past years with a slight decrease. Questions 1, 2, 5, 6, 12, 15, 16, 17, 12, 18, 19, 20 - Mean score of 4.80	**Average 4.85 out of 20** The overall self-perception of their abilities was slightly better this year. The scores for the 2015 survey are similar to the past years slightly increased over 2014. Questions 1, 2, 5, 6, 12, 15, 16, 17, 12, 18, 19, 20 - Mean score of 4.85	**Average 4.88 out of 20** As noted above, the Grad Survey is only for the spring and fall semesters. The overall self-perception of their abilities was the slight better so far compared to last year - 4.88. Questions 1, 2, 5, 6, 12, 15, 16, 17, 12, 18, 19, 20 - Mean score of 4.88	**Average 4.84 out of 75**
3	Learner/Learning Environments	**Average 4.69 out of 35**	**Average 4.64 out of 20**	**Average 4.63 out of 20**	**Average 4.66 out of 75**
	Academic Portfolio Field Experience Graduate Exit Survey	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Questions 5, 6, 9, 13, 14,16, 18 - Mean score of 4.69	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Questions 5, 6, 9, 13, 14,16, 18 - Mean score of 4.64	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Questions 5, 6, 9, 13, 14,16, 18 - Mean score of 4.63	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Questions 5, 6, 9, 13, 14,16, 18 - Mean score of 4.66

Name of Assessment used for the following areas:		Masters			
		CY 2014	**CY 2015**	**2016 S and U**	**Total**
4	Knowledge and Effective Use of Professional Practices	**Average 4,88 out of 35**	**Average 3.99 out of 20**	**Average 4.63 out of 20**	**Average 4.57 out of 75**
	Academic Portfolio Field Experience Graduate Exit Survey	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Question 4	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Question 4	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Question 4	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Question 4
5	Professional Responsibility and Overall Proficiency	**Average 4.75 out of 35**	**Average 4.55 out of 20**	**Average 4.79 out of 20**	**Average 4.71 out of 75**
	Academic Portfolio Field Experience Graduate Exit Survey	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Questions 8, 9, 10, 11, 12, 13, 14	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Questions 8, 9, 10, 11, 12, 13, 14	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Questions 8, 9, 10, 11, 12, 13, 14	As noted in "Content" all students scored Target on the Portfolio and the Field Experience Project Questions 8, 9, 10, 11, 12, 13, 14

Artifact 3: Interpretation and Summary of Assessment Data

The Master of Science in Instructional Technology is a strong, viable program for the department and produces very effective, school librarians, non-school technologists, instructional technologists and instructional technology leaders. The academic portfolios demonstrate very comprehensive and thorough understanding of the issues involved with technology use in PK-12 schools and what PK-12 students need to know and be able to use efficiently and effective. There are multiple areas of very defined strengths and a few minor issue areas that have been noted. Our strengths continue to get broader, more in-depth, and more diverse and the program continues to grow in student population, courses, and emphasis areas.

There are some weaknesses noted over time also. The most obvious one is a lack of assessment thoroughness on the part of the students. A required assessment class should be a department requirement, but that does not appear to have much traction within the department. Another weakness noted as this report was developed is specific data as to endorsement students has not been maintained. As noted above, there are a number of reasons for this, such as non-degree students taking the required classes for the endorsement either after obtaining a MSED in Instructional Technology or with no intention of earning one. They essentially are invisible to the advisors, the program chair, and the Certification Office. This needs to be addressed.

A serious weakness and one that is department wide is a lack of faculty resources. The Instructional Technology program can support and should have at least five full time, IT dedicated faculty. We currently have three and approximate half of another faculty's time. Due to lack of faculty, almost every IT class is closed before general registration is midway through. Often classes are closed *prior* to general registration. If new students cannot enroll in classes during general registration, as currently happens too often, those students will simply go elsewhere. We do not just lose them for one class; we lose them for an entire program.

This correctable administrative oversight is reminiscent of the lack of foresight shown by a former UNK Chancellor when UNK's leased campus space in Grand Islands was allowed to lapse due to a perceived minor budget issue. Within a few days, another Nebraska college had leased that space, and have been happily enrolling individuals who should be UNK students in their classes ever since. The lack of IT faculty for the program and the reliance on adjunct faculty is extremely shortsightedness and detrimental to the program, the department, the COE, and the campus.

Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

There have been no visits since the Instructional Technology Leadership Endorsement was developed. Therefore, other than the development of the endorsement itself and some minor tinkering with it as we worked with students in that endorsement. The writing of this report has brought to our attention that we do not have a good handle on endorsement only students and that will be corrected.

Future Program Directions

We need additional tenure track faculty in the Instructional Technology program. Without administrative support, that does not seem likely to happen. Therefore we will continue to send prospective students to over campuses.

We must be able to get a handle on non-degree students who are working on the endorsement and not simply taking IT classes. This will be discussed at the next IT committee meeting.

APPENDIX A - Student Advising Sheet for the Instructional Technology Leadership Endorsement Program at University of Nebraska at Kearney.

Leadership in Instructional Technology
Master of Science in Education Degree

This program is offered online only.
MSE in Instructional Technology = 36 hours

A. Department Core Courses (12 hours required)
- Research Course (3 hours)
  - TE 800, Educational Research - 3 hours
- Democracy (3 hours)
  - TE 868, Copyright, Fair Use, and Ethics - 3 hours
- Diversity (3 hours)
  - TE 810, Design and Development of Instruction - 3 hours
- Technology (3 hours)
  - TE 886P, Technology Tools for Teachers - 3 hours

B. Instructional Technology Core Classes (9 hours required)
- Take:
  - TE 870, Developing Web-based Portfolios - 3 hours
- Take 1 course from:
  - TE 866, Motivating the 21st Century Learner - 3 hours
  - TE 877, Developing Web-based Educational Environments - 3 hours
  - CSIT 840P, Client-side Web Application Development - 3 hours
  - **Information Technology concentration/endorsement students may take TE 866 as an elective, but must take TE 877 or CSIT 840P as a requirement.*
- Take 1 course from*:
  - TE 891*, Field Experiences in Instructional Technology - 3 hours
  - TE 893*, Field Experiences in School Library - 3 hours
  - **All IT degree or endorsement students, EXCEPT for school library students, must take TE 891. School Library degree or endorsement students must take TE 893.*

C. Concentrations (15 hours required):

1. Leadership in Instructional Technology Concentration (15 hours)
- Take the following:
  - TE 878, Leadership in Instructional Technology - 3 hours
  - TE 880, Management of Educational Technology - 3 hours
  - TE 882, Teacher Development Training in Instructional Technology - 3 hours
  - Approved Electives - 6 hours
  - *TE 876, Integration of Curriculum, Technology and Media Resources, is highly recommended.*

Electives in Teacher Education
- TE 805P, Overview of Assistive Technology - 3 hours
- TE 810, Design and Development of Instruction - 3 hours
- TE 866, Motivating the 21st Century Learner - 3 hours
- TE 867, Storytelling in the School Library and Classroom - 3 hours
- TE 868, Copyright, Fair Use, and Ethics - 3 hours
- TE 869, Introduction to School Library Program - 3 hours
- TE 870, Developing Web-based Portfolios - 3 hours
- TE 871, Collection Development and Management - 3 hours
- TE 872, Organization of School Library and Technology Resources - 3 hours
- TE 873, Reference Services and Resources - 3 hours
- TE 874, Production of Instructional Resources - 3 hours
- TE 875, Administration of the School Library - 3 hours
- TE 876, Integration of Curriculum, Technology and Media Resources - 3 hours
- TE 877, Developing Web-based Educational Environments - 3 hours

- TE 878, Leadership in Instructional Technology - 3 hours
- TE 879, Seminar in Instructional Technology - 3 hours
- TE 880, Management of Educational Technology - 3 hours
- TE 881, Distance Education - 3 hours
- TE 882, Teacher Development Training in Instructional Technology - 3 hours
- TE 883, Classroom Desktop Publishing - 3 hours
- TE 884, Educational Telecommunications - 3 hours
- TE 885, Instructional Video Production - 3 hours
- TE 886P, Technology Tools for Teachers - 3 hours
- TE 887, Electronic Media Production - 3 hours
- TE 888, Multimedia Production - 3 hours
- TE 889, Multimedia Development - 3 hours (Prereq: TE 888)
- TE 890, Administration of School Computer Networks - 3 hours
- TE 891, Field Experiences in Instructional Technology - 3 hours
- TE 892, Internship in Instructional Technology - 1-6 hours
- TE 893, Field Experiences in School Library - 3 hours
- CSIT 825P, Database Systems - 3 hours (Prereq: CSIT 130 or CSIT 834P or instructor permission AND graduate standing)
- CSIT 834P, Information Technology Teaching Methods - 3 hours
- CSIT 840P, Client-side Web Application Development - 3 hours (Prereq: CSIT 130 or CSIT 834P or instructor permission AND graduate standing)
- CSIT 848P, System Administration - 3 hours
- CSIT 850P, E-Commerce Information Systems - 3 hours
- CSIT 858P, Computer Security - 3 hours (Prereq: CSIT 848P or instructor permission)
- CSIT 892P, Practicum in Computer Science/Information Systems - 1-6 hours (Prereq: either CSIT 223 or CSIT 301 AND permission of department chair AND graduate standing)
- CSIT 893P, Directed Readings in Computer Science/Information Systems - 1-3 hours (Prereq: either CSIT 150 or CSIT 834P AND permission of department chair AND graduate standing)
- CSIT 894P, Directed Research in Computer Science/Information Systems - 1-6 hours (Prereq: either CSIT 150 or CSIT 834P AND permission of department chair AND graduate standing)
- CSIT 895P, Independent Study in Computer Science/Information Systems - 1-3 hours (Prereq: either CSIT 150 or CSIT 834P AND permission of department chair AND graduate standing)
- Electives may also be taken in ART, CDIS, CSIT, ENG, JMC, and MIS with permission.

In lieu of a comprehensive examination an electronic portfolio will be submitted, evaluated, and approved.

APPENDIX B - Program/Endorsement Assessment Instruments and Scoring Rubrics

TE Department
Instructional Technology Master Degree Program
Academic Portfolio Guidelines – Non-School Library

Overview: This document describes the "portfolio model" to be utilized by a Graduate Candidate wishing to complete the requirements for graduation with the Masters of Science in Education, Instructional Technology degree. An electronic portfolio will be developed during the Graduate Candidate's experiences in the IT program. It will include exemplary examples of the Graduate Candidate's work and, perhaps, exemplary examples of his or her own students' work based upon instructional experiences provided by the Graduate Candidate. The portfolio will also have an introductory section, which will encourage higher-level thinking as the Graduate Candidate synthesizes and evaluates the growth and learning which will be documented within the individual portfolio entries. Each artifact must include a reflective statement explain why the artifact was selected, its value and purpose, and anything else the the Candidate wishes to include about it.

Please keep in mind that this portfolio should show your creativity, highlight your professional and academic growth, and basically be an electronic resume.

Expectations/guidelines for the Academic/Graduation Portfolio are as follows

1. The portfolio will be created as a web-based product and preferably stored on the Web. A Graduate Candidate must submit the URL of the website to his or her academic advisor, or if the or provide the site on a CD-ROM or DVD or similar medium.

2. The portfolio must include a "Table of Contents," "Menu," or a similar device, which will allow non-linear access to the various portfolio components.

3. The Graduate Candidate will create an "introduction section" for their electronic portfolios. The portfolio introduction section will synthesize how the experiences documented by the individual artifacts contributed to the Candidate's professional growth. Some appropriate questions to address in the introduction are: (for teachers) *How will you teach differently as a result of your Masters Degree Program experience? How has your program impacted your PK-12 students and their learning?* (For non-teachers) *How will you work/function differently as a result of your Masters Degree Program experience?* (For everyone) *How have you grown professionally since entering the program? What were the most valuable experiences you gained during the duration of the program?* Reference MUST be made to various ISTE/NETS for Teachers standards or other National, State, or Local Standards as appropriate for the Graduate Candidate.

4 Include your project from TE 891/893. Candidates must receive a minimum score of "Acceptable" on this component to receive approval for the portfolio, however a score of "Target" is expected and if a score is less than Target, students will be encouraged to rework the portfolio until a Target score is obtained.

5. The "main" section of the portfolio will include exemplary examples of student work of the Graduate Candidate from courses taken. If research papers and similar paper products are presented, they must either be digitized or translated into an electronic format. If a Graduate Candidate (teacher) has exemplary examples of the Candidate's own students' work, which are based upon the knowledge the Graduate Candidate obtained during the program of study, those examples may be included, as long as they have **documentation explaining their relevance**. Candidates are strongly encouraged to provide such artifacts. Again, each of these PK-12 artifacts must have an introductory "Reflective Statement" (see below for specifics on Reflective Statements)

6. Miscellaneous comments and directions: 1) Every artifact must have a reflective component in addition to the overall portfolio/program reflection. 2) All documentation will be electronic. 3) Portfolios certainly may include links to various web sites with additional documentation. 4) If a project or projects is/are the result of group activity, **all participants must be cited in a "reference" section**.

   The portfolio should **showcase only your best work and present the range of your skills and experiences.** You should include only exemplary work. That might mean for one student that projects and other artifacts from every class are presented and for another only projects from a few classes are presented. You might have three projects from one class and nothing from five other classes. This is YOUR portfolio. Present what YOU wish to present. You should "show off" your skills and abilities.

7. Use the Scoring Rubric to assist you in your development of the portfolio. The students in the IT tracks (Instructional Technology – no track, Information Technology track, and Leadership in Instructional Technology track) should use the Evaluation Rubric for the Instructional Technology Academic Portfolio - General Rubric and the School Library Track students should use the Evaluation Rubric for the Instructional Technology Academic Portfolio - School Library Program Students

ISTE Standards for Teachers

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS · S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning Effective teachers model and apply the NETS·S as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional

practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. iste.org/nets

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community NETS·T © 2008 International Society for Technology in Education. ISTE ® is a registered trademark of the International Society for Technology in Education.

Action Plan for TE 891 Field Experiences

Needs Assessment

Conduct a needs assessment of your classroom, media center, school building, school district or similar organization. After determining the need, develop an action plan to eliminate the gap.

Field Project Plan Development

In the plan, you will need to either identify student/classroom demographic characteristics **OR** school/workplace demographic characteristics, and achievement. You will need to also identify the instructional or program accommodations used to meet needs of all learners and/or specific individuals as well as potential instructional or program accommodations that could further enhance learning for all students. You should specifically address how your project will impact your K-12 students, if you are a K-12 teacher. You will need to utilize input from community and/or school resources provided by other professionals and a systematic plan for collection of data at various points during the implementation of the plan to assess on-going achievement of objectives. You should also specifically address any collaborative efforts that will take place.

Objectives for Plan for Field Project

You will need to create plan objectives that are appropriate to a specific target audience that are: 1) focused on your content, 2) based on data analysis, and 3) indicate outcomes based on differentiated strategies You will need to develop detailed measurable objectives for specific target audiences. For teachers, ISTE NETS Standards must be cited. Library Media Specialist should cite AASL Standards. Links to both are in the "External Links" area. Teachers and administrators may also use state or national standards in their subject area. Non-education folks will probably have a bit more of a problem. Feel free to use company polices, professional standards, or whatever is useful. If you have questions or concerns, please visit with me about it.

Strategies and Technologies

Your plan must provide evidence of the use of content, broad range of instructional or methodological strategies and/or technologies that enhance learning for all students, is individualized for specific groups and/or individuals, explains the reason for the choices made and utilizes resources available from the school and community

You will need to plan for and assess the impact of your project at various points and revise, if needed, the activities based on continuous data collection. Your data assessment will identify when your objectives are met.

You should specific cite what assessment data you are going to collect, how you will collect it, and what you will do with it once you have the data.

Your plan must include the description of your solution to the problem (the field experience project).

Field Experience Project

After determining the need and the action plan, develop the solution for improving it. Create, develop, or implement the project. In a narrative format, reflect on your experiences with this project. K-12 teachers MUST reflect on the projects impact on students. Other folks should reflect on the same issue for their areas. In addition, assessment data that was gathered to determine the success of the project, must be included and reflected upon. For example, based on the collected data, what "went right?" What "went wrong" Why? How can you improve it for the next time you do it. What insights did the assessment data provide?

Finally, you should reflect on what you accomplished with your project and if you were to conduct your project again, what are some potential additional investigations that could be explored.

Evaluation Rubric for TE 870 Portfolio Plan

	Unacceptable	**Acceptable**	**Target**	**Score**
Format explanation	Format confusing, not explained from a professional perspective	Format (linear or hierarchical) selection explained	Format (linear or hierarchical) selection thoroughly explained	
Template	Failed to include colors, style, tables, and layout	Included colors, style, tables, and layout. BRIEF explanation provided as to why most were selected	Included – showing colors, style, tables, and layout. BRIEF explanation provided as to why all were selected	
Objectives/Standards	Objectives not included	Objectives included	Objectives and standards included (with links as appropriate)	
Impact on P-12 Learning	Impact on P-12 learning is not addressed	Impact on P-12 learning is addressed in a limited manner	Impact on P-12 learning is addressed fully	
Overall Project "Feel"	Not a professional appearance and/or no explaining as to author's overall intent for the website	Professional appearance and/or brief explanation as to author's overall intent for the website	In depth (but NOT lengthy) explanation as to author's overall intent for website with examples	
Reflective Statements (for each artifact) or a discussion about the Reflective Statement is included.	Are not included		Included	

Evaluation Rubric for the Instructional Technology Academic Portfolio
Instructional Technology Program Students

ISTE Standards	Unacceptable	Acceptable	Target
Facilitate and Inspire Student Learning and Creativity (Standard 1) **Model Digital Age Work and Learning (Standard 3)** **Promote and Model Digital Citizenship and Responsibility (Standard 4)**	Narrative does not explain how at least one artifact demonstrates the candidate's knowledge of learners and learning who models and promotes collaborative planning, instruction in multiple literacies, and inquiry-based learning. PORTFOLIO REJECTED	Narrative explains how one artifact demonstrates the candidate's knowledge of learners and learning who models and promotes collaborative planning, instruction in multiple literacies, and inquiry-based learning.	Narrative explains how at least two artifacts demonstrate the candidate's knowledge of learners and learning who models and promotes collaborative planning, instruction in multiple literacies, and inquiry-based learning.
Design and Develop Digital Age Learning Experiences and Assessments (Standard 2)	Narrative does not explain how at least one artifact demonstrates the candidate's ability to promote technology usage for learning, personal growth, and enjoyment. This artifact does not show how the candidate has used a variety of technology infused strategies to reinforce classroom instruction PORTFOLIO REJECTED	Narrative explains how one artifact demonstrates the candidate's ability to promote technology usage for learning, personal growth, and enjoyment. This artifact shows how the candidate has used a variety of technology infused strategies to reinforce classroom instruction.	Narrative explains how at least two artifacts demonstrate the candidate's ability to promote technology usage for learning, personal growth, and enjoyment. These artifacts show how the candidate has used technology infused strategies to reinforce classroom instruction.

Model Digital Age Work and Learning (Standard 3) **Promote and Model Digital Citizenship and Responsibility (Standard 4)**	Narrative does not explain how at least one artifact demonstrates the candidate's ability to model and promote ethical, equitable access to and use of physical, digital, and virtual resources. This artifact shows how the candidate has used research strategies to generate knowledge to improve practice. PORTFOLIO REJECTED	Narrative explains how one artifact demonstrates the candidate's ability to model and promote ethical, equitable access to and use of physical, digital, and virtual resources. This artifact shows how the candidate has used research strategies to generate knowledge to improve practice.	Narrative explains how at least two artifacts demonstrate the candidate's ability to model and promote ethical, equitable access to and use of physical, digital, and virtual resources. These artifacts show how the candidate has used research strategies to generate knowledge to improve practice.
Promote and Model Digital Citizenship and Responsibility (Standard 4) **Engage in Professional Growth and Leadership (Standard 5)**	Narrative does not explain how at least one artifact demonstrates the candidate's ability to advocate for dynamic school/classroom technology programs and positive learning environments that focus on student learning and achievement. This artifact shows how the candidate is committed to continuous learning and professional growth and leads professional development activities for other educators. PORTFOLIO REJECTED	Narrative explains how one artifact demonstrates the candidate's ability to advocate for dynamic school/classroom programs and positive learning environments that focus on student learning and achievement. This artifact shows how the candidate is committed to continuous learning and professional growth and leads professional development activities for other educators.	Narrative explains how at least two artifacts demonstrate the candidate's ability to advocate for dynamic school/classroom programs and positive learning environments that focus on student learning and achievement. These artifacts show how the candidate is committed to continuous learning and professional growth and leads professional development activities for other educators.
Facilitate and Inspire Student Learning and Creativity (Standard 1) **Engage in Professional Growth and Leadership (Standard 5)**	Narrative does not explain how at least one artifact demonstrates the candidate's ability to plan, develop, implement, and evaluate school/classroom technology programs, resources, and support services. PORTFOLIO REJECTED	Narrative explains how one artifact demonstrates the candidate's ability to plan, develop, implement, and evaluate school/classroom technology programs, resources, and support services.	Narrative explains how at least two artifacts demonstrate the candidate's ability to plan, develop, implement, and evaluate school/classroom technology programs, resources, and support services.
Design and Develop Digital Age Learning	Reflective statements for the artifacts do not give evidence that the candidate is able to articulate the role and	Reflective statement for most of the artifacts gives evidence that the candidate is able to articulate the role and relationship of the	Reflective statement for each of the artifacts gives evidence that the candidate is able to articulate the role and

Experiences and Assessments (Standard 2) **Model Digital Age Work and Learning (Standard 3)** **Engage in Professional Growth and Leadership (Standard 5)**	relationship of the school/classroom technology program's impact on student learning. PORTFOLIO REJECTED	school/classroom technology program's impact on student learning	relationship of the school/classroom technology program's impact on student learning.
Facilitate and Inspire Student Learning & Creativity (Standard 1) **Design & Develop Digital Age Learning Experiences & Assessments (Standard 2)**	The artifacts do not demonstrate how the candidate plans and/or implements instruction and support of ISTE Standards for Teachers with P-12 Students. PORTFOLIO REJECTED	Most of the artifacts demonstrate how the candidate plans and/or implements instruction and support of ISTE Standards for Teachers with P-12 Students.	Each of the artifacts demonstrate how the candidate plans and/or implements instruction and support of ISTE Standards for Teachers with P-12 Students.

Design **Design and Develop Digital Age Learning Experiences and Assessments (Standard 2)**	Design obstructs the viewer's use of current and emerging digital tools to locate, analyze, evaluate and use the information presented. PORTFOLIO REJECTED	Design does not hinder the viewer's use of current and emerging digital tools to locate, analyze, evaluate and use the information presented.	Design facilitates the viewer's use of current and emerging digital tools to locate, analyze, evaluate, and use the information presented.
Appearance **Design and Develop Digital Age Learning Experiences and Assessments (Standard 2)**	Not professional in appearance. Digital components are not used appropriately. PORTFOLIO REJECTED	Design meets all requirements for design and layout. Makes appropriate use of digital components, including images.	Design engages the viewer's attention and maintains it through effective use of digital tools and resources. Makes effective use of digital components, including video and images.
Mechanics	Writing is not clear and/or contains grammatical and/or punctuation errors.	Writing is clear and free of grammatical or punctuation errors.	Writing is clear and free of grammatical and punctuation errors.
Total Score	**Less than 15 points**	**16-17 with no "unacceptable" scores**	**18-20 with no "unacceptable" scores**